

MEAP

**MICHIGAN
EDUCATIONAL
ASSESSMENT
PROGRAM**

**Grade 4
Writing**

**Part 1: Writing from Knowledge
and Experience**

Score Point Guides 4 – 6 (of 6)

*Released Scoring Guides
Winter 2004*

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

We all have to solve problems as a part of our everyday lives. For example, you may have to find new ways to solve a homework problem or to get it done on time. You may work on problems alone or need the help of others. There are other kinds of problems to solve, too, like learning a new skill or achieving a personal goal.

WRITE ABOUT THE THEME: SOLVING PROBLEMS

Do **ONLY ONE** of the following:

describe a problem you or someone else faced and explain how it was solved

OR

tell about a problem that has **NOT** been solved and explain why

OR

explain some lessons that can be learned from trying to solve a problem

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Nothing written in this booklet will be scored. Your final copy must be written in Part 1 of your **Answer Folder** starting on page 1.

When you are ready, you may begin your draft.

Michigan Educational Assessment Program
Grade 4 English Language Arts
Holistic Scorepoint Descriptions
Part 1: Writing from Knowledge and Experience

Here is an explanation of what readers think about as they score your writing.

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language, including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

What a mess!!!

Once when I was off from school, my mom, friends, daughter X, wanted me to spend the night with her. I told her that I was busy. So when she went home that night, she asked her parents if it could and I never said that I would and so, she went and told her mom and dad that I said sure, and I never said that, my mom did. Then one of my other friends called and it was N, and so I told her that I had to call her back "because she wanted to see if I could come over, and so I hung up the phone. Then P, calls wanting to know if I could spend the night, "and I thought to my self, what else could go wrong. A few minutes later after I hung up with P, D calls I told her to call me a little later. So I called my mom into my room.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I asked my mom if I could have three friends over, and she told me that I had to ask my dad. So I went up and asked him if I could have 3 of my friend over and "he said" that it was ok, so I went and called them and we all danced, sang in my black light.

Score Point: 4

This response explains the dilemma of what to do when four different friends asked the writer to spend the night at their houses. The attempt to describe each consecutive phone call from the writer's friends conveys "what a mess" the situation was. With the smooth transition into the solution of having the friends spend the night with her, the writer is able to remain generally clear and focused without disrupting the flow of the response.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

The Clubhouse

C B S R and J were friends. They wanted to build a clubhouse.

The friends didn't know where to build it though. So they decided to build it in C's backyard because a basketball court was close and the yard was big. But they still did not have enough income to buy the wood.

C B R S and J set up a car wash at B's house. They made \$15.00. So the friends had a lemonade sale at S's home. That also got them \$15.00.

So C's dad took them to N's Lumber yard and got plenty of wood. J's dad brought tools over and helped the buddies build the clubhouse.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

G10b

They had \$10.50 left over, so they bought paint. They painted the corners black, the walls red and the roof black. It started to look nice, but it was empty.

This time they had a yard sale. They got \$20.00. R went to another yard sale and bought a book shelf and a padded chair. J's parents let him use their folding card table. C and B bought three games and five toys.

The gang had weekly meetings on Fridays. They had a good summer and will have many more.

Score Point: 4

This response focuses on the innovative ways of five boys to make money in order for them to purchase wood, paint, furnishings and games for a clubhouse. While remaining basic, the use of relevant details for each idea to raise money (car wash, lemonade sale and yard sale) creates a generally clear and focused response.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Baseball season was about to start. We opened the season against the Oklahoma Sooners baseball team. I was playing with some of the players on the University of Michigan baseball team. I was the pitcher. The first 3 batters couldn't hit my pitches, and struck out. My team couldn't score.

The next inning, I was up. I struck out with the bases loaded and two outs.

That game I went 0-4, with 4 strikeouts. That's the worst I could do.

At practice I pitched well, but I missed every ball in batting practice. "J! I need to see you!" called H, the Wolverines' batting coach.

"You're pitching Friday at Oklahoma. But you need to start hitting! Let's

go practice."

I missed the first 3 pitches.
"Try not to swing over the ball,"
said H.

The ball blazed by me. I threw
my bat to the ground. I couldn't hit.

"Try one more," H pronounced.

H threw it. I hit a long fly
ball. It flew over the fence.

"Nice hit!" shouted H excitedly.

I pitched a shutout against the
Sooners. I went 1-3, with 1 RBI. We
won 11-0.

H said I wasn't just a good
pitcher, soon I'd become a hitting
machine!

At pitcher, I lost 1 game. Our
team lost to Stanford in the first
round of the College World Series.
Even better than making it to the College
World Series, I batted an average

G11c

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

of .333 with 3 home runs.

Score Point: 4

This response remains focused on the writer's struggle with his inability to hit a baseball. It is developed by providing a brief history that contrasts his pitching skills against his batting skills practicing with his coach, experiencing frustration and finally success. Some limitations in detail keep this response more basic than engaging.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

R couldn't snowboard, but all his friends could. R wanted more than anything to know how. He has tried every year but the truth is, he's just horrible at it.

R walked home from school kicking snow and ice everywhere. Today is a new day, R thought, a new day of humiliation at the slopes.

R best friend and the best snowboarder in the 5th grade, T, came running up to him. "R! Guess what! There's going to be a snowboarding contest! Here in Michigan!" T yelled happily. "Gimme a break T! I can't snowboard!" R shouted.

T showed R the poster he found about the contest. "Look R! It says the club will provide free lessons before the contest! February 8, on Friday at 2:00 during vacation is the date! It's at Shuss Mountain, I don't know about you but I'm signing up!" T said excitedly. "Okay, now I've got a problem. I can't snowboard and there's going to be a contest!" R thought.

T came running back and he looked happy. "R ! Guess what! Not only did I sign me up, but you too!" T said happily. "I'll see you in a week at the contest, I guess," R said.

R ran home thinking about his problems, he finally got home and started looking for his board. He searched through base balls, bike tires, and dust. He finally found it.

But it had a bent tail side and the heel side was cut, but he wouldn't give up. R practiced, and practiced 'till he had even sprained his arm. On the 3'd day he was about to give up but he saw T snowboarding like a pro! Now he couldn't give up. For the next 4 days he practiced extra hard untill the day of the contest came.

R had got to Shuss Mountain and took the chair lift up. T looked like he had seen a ghost. "Racers, On your marks, Get set, GO!" the announcer yelled. T and the others were speeding down the hills.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

R was in the lead with D
in second. R had
crossed the finish line before him! But
suddenly R woke up.
"R! It's great you're okay! D
knocked you out with your trophy after
you won!" T yelled.
"Maybe it wasn't a ghost T
saw, maybe it was D..." R thought.

Score Point: 5

This response offers an engaging perspective of the writer's efforts to snowboard. The reader is engaged from the beginning as the writer contemplates his lack of ability, to his friend's encouragement to enter a contest, through to the writer's win. The word choice and command of language are consistent with the overall tone, and effectively move the reader through the text.

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

→ Did you know that back in the 1960s, and still to this day, that black people were treated differently and unfairly by whites? It is true! This was called discrimination. Can you imagine if your friend was white, and could not be with you any more? Now let's see just how unfair it was to the blacks in the 1960s.

→ To begin with, a few reasons how black were treated unfairly is, they had to eat in different restaurants, and ride in the back of buses. They

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

couldn't even use the same restrooms or drinking fountains! How do you think blacks felt, when whites were treating them in their horrid ways? ~~I think the blacks would of felt~~ terrified of ~~the~~ whites, scared, and very mad. Can you even imagine if you were a kid black then? And all of this ~~only~~ got worse! Do you know what would happen if a black disobeyed a white? Well the white usually whipped the black, spray them with fire hoses, police would get their dogs, or the police would simply throw a black in jail! How could people of be so cruel? All of this had to stop somehow.

→ Second, ~~last~~ one day Martin Luther King Jr. came along to stop all of this madness. All of this was nonsense! A while ago a woman named Rosa Parks was tired a riding home from work on a bus, and it was getting crowded. A white man told her to get up, because there were no more seats open, and she said "No!". Then, the police arrested her, just for sitting down! The black people heard about this, and decided they were going to have a boycott. This meant that all the blacks would not ride the buses in Montgomery, until they had the right to sit where ever they wanted on the city buses.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

The boycott went on and the bus company in Montgomery lost a lot of money. Finally, the city decided that blacks had the right to sit where ever they wanted on the city buses. But, that was only one good change they had made, the laws were getting a little better.

→ Additionally, things were getting a little better for the blacks. Soon after that, Martin Luther King Jr. gave his "I have a dream" speech that changed many peoples minds. One day martin, was standing on his hotel balcony, and someone shot him. This was a sad thing, but martin did a great thing, he changed the whole land, and the thought of people treating blacks unfairly. Finally, degradation and discrimination almost completely stopped because of Martin. He was a great man.

→ In summary, Martin solved the problem of degradation. Letting along is still something that has not yet been completely solved, like with blacks and whites. Do you think Martin's change was for the better or for the worse? I think it was definently for the better. He did a wonderful thing.

G13c

Score Point: 5

This expository response engages the reader immediately by asking questions. By providing facts about Martin Luther King and Rosa Parks, the content is well developed and the subject matter is controlled. There is an occasional lapse in writing conventions, but they are hardly noticeable.

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- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

You know, thinking in MEAP gave me an idea to write about in MEAP. Sounds funny, doesn't it? Well, maybe it sounded a little confusing to you. But who cares? I know I'm going to get a good grade for writing if I do that idea. Let me tell you the A+ story I'm talking about.

As I was writing my planner (assignment notebook), Mrs. B (our good teacher) announced that next week was MEAP. I guess I got nervous because my feet got kind of wobbly. But the day ended like usual. Not knowing the problem I was going to face next week I hopped on the bus and went home.

Monday came with a blink of an eye. I always wonder why it does this but when you have to go to the barber shop after school, or babysit someone, the clock usually runs at the speed of lightning. But when you're having a sleepover after school, the clock runs backwards and takes 2 weeks for school to end. I guess the clock chose to run at the speed of lightning because like I said, Saturday and Sunday were gone fast. Monday came and I talked about MEAP all the way to class. As everybody got ready, we ate a little snack that the teachers got for us it was good.

But it was back to business like usual. Mrs. H read the directions to us. Then she finally announced that the topic was "Solving Problems." As I searched through my mind, I got nervous again because I couldn't find an idea that related to the theme! It was a big problem. With no idea, no story. No story, no A+. I thought for 10 minutes. But it felt like hours because the only thing I was doing was thinking. But suddenly my face lit up. I finally had an idea! I decided to write about the problem I was facing right now. Sound funny doesn't it? But who... oh I already told you that in paragraph 1. So I started to write about my idea.

I guess writing about the funny idea was a good choice. I also think I did good on the writing part of it, too. I think so because why would you be reading it to the end if you didn't like it? I think my head hurts. I'm taking a break for the thinking part. So here I am, writing a story for you to enjoy (and to get an A+).

Score Point: 5

This response offers an engaging perspective on taking the MEAP test. The content and ideas are well developed, from the beginning with the initial announcement of the MEAP, to the anxiety the writer feels, up to the actual testing day. The word choice and command of language are consistent with the overall tone, and move the reader through the text.

USE BLUE INK, BLACK INK, OR NO. 2 PENCIL ONLY.

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

L and M were best friends they ate lunch together, they played basketball together they even wore the same outfits as each other every day L did what M did and M did what L did. But one day M was sick this made L upset because M was her only friend. That same day a new girl joined L's class her name was N. L and N became really good friends. When M came back the next day she wasn't happy because she saw L playing with N and she heard N say

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

"you're my best friend". So L and M got in
 a big fight because L had another
 best friend and one of the friendship Rules
 said that best friends can only be 2 people and
 if ~~2nd~~ person joins the person who brought the
^{3rd} person into the group would have to choose
 between the 2nd or the 3rd person. Of course L
 didn't like this rule at the moment but
 before she liked it. So the next day she
 would have to choose. Later that night she
 started thinking since she was the one
 who had to keep the friendship Rule book she could
 just get rid of that Rule somehow
 she couldn't just cut it out and she
 couldn't erase it (because it was written in
 ink) but she could just use white out and
 write a new Rule. And that's exactly what
 she did. So the next day at school when
 she had to choose she told them "I'm sorry
 but I read the whole book last night
 and it didn't say anything like that
 Rule you made up" said L. "Did you
 look on page 72?" said M. "Yep" said L
 "I will even prove it" so L turned to page
 72 right where the Rule was to be
 it said "you may have 25+ best friends."
 this shocked M. "Sorry but Rules are Rules"

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Said L and from that day on
M had 105 best friends including L.

The End

Problem: L and N were
friends and that broke a Rule.

Solution: L changed the Rule.

Score Point: 6

This response thoroughly develops the content about the “friendship rules”. The ideas are presented clearly, moving the reader smoothly and naturally through the text. There is precise word choice with tight control over language that contributes to the effect of this response.

**ADDITIONAL
RESPONSES
THAT EARNED A “6”**

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

R's problem

Hi, my name is R. Mrs. T's 1st grade class was always easy for me. That was until we started learning time in Math class. I was usually a student who understood things as quick as a bunny. Although when we started learning time in Math I was understanding things as slow as a turtle. I am embarrassed to ask for help. What am I going to do?

"Alright" class it is 2:00 p.m. It is time

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

to learn time!" Mrs T announced "I'll give you a sheet of paper, so you can draw a circle that we will make into a clock." Mrs. T explained, (I'll wizz through this faster than you can say time.) I thought "O.K. class settle down. A clock has 12 numbers on it. They are 1-12. The twelve is at the very top. The one is 5 dots to the right. The two is 5 dots to the right of the one. Three is right in the middle of the right side..." Mrs. T taught us.

I finally finished my clock. Things were running smooth, so far. Mrs. T explained that if the small hand was on the six and the big hand was on the 12 it was six o'clock. She gave us a worksheet, boy it looked easy. Oh but I was wrong, wrong, wrong. When I actually started it it was like it was written in a different language. I didn't understand. I managed to finish it though. Even though I finished it that doesn't mean I did it right.

Every worksheet got harder and harder. I couldn't believe it. I was afraid to ask because I thought people would laugh at me. So I really had to solve this problem my own way. One night after

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

dinner I went upstairs to my room. My room has posters of firemen, police men, paramedics, basically anyone who solved problems all over the walls. They were my roll models. I thought to myself (if they solve problems then I should too.)

I leaped onto my bed. Then dodged under the covers, which had my favorite roll models on them, Fire men and women. I pulled out my police journal. (I should brainstorm ideas it always works in school.) I thought. I grabbed my pencil and wrote I hate Math at the top of the page. Then I looked around my room. I wrote down What would Mr. Fireman do? He would call one of his buddies to help put out the fire. Next I wrote, What would Mrs. Police do? She would call for backup. What would Mr. Emergency driver do? He would call a paramedic person I wrote,

What do all of these things have in common? I came to a conclusion. They all ask for help in a way. I need to solve the problem by asking for help. "I AM GOING TO ASK FOR HELP. GET LAUGHED AT OR NOT HELP I'M GETTING." I said in a stern voice.

The next afternoon when we did Math

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

I rose my hand as high as the sky.
 "Yes R," Mrs. T said, "I don't understand Math very well." I told her, "Well is there anyone else who doesn't understand?" she asked. It turned out that F, J, K and S didn't understand either. "R, it took guts to tell I am very proud!" she exclaimed. Mrs. T took us to the back table and explained time in a better way. Now it runs through my head in a wizz. I got all A's on my math papers. My mother was really proud of me. I started writing letters to my roll models. They helped me solve my problem. We became pen pals! Now I like Time. I changed that in my journal too.

The best part is when I need to solve a problem I am not afraid to ask for help. When you need help with a problem you really should ask. That was an important lesson I learned. To bad I learned it the hard way!

THEY END!!

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

The England Solution

Our family enjoyed living in England, all of the schools and cultures but there were problems when we were there, the main problem being we couldn't stand not being home.

Suddenly the awkward silence was broken by my dad, "Well, why don't we all make lists?" Everyone dropped their silverware onto the dining room table we all looked at dad. Wanting to move away from England was one thing, lists were a whole other story. But we were going to have to solve this problem sooner or

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

later.

"Lists?" L, my older sister, asked puzzled.

"Yes," dad continued "of ten things you like about England and ten things you like about the U. S. A. Ten reasons why you want to stay in England and ten reasons why you want to move." We all looked at dad, mouths hung open, silent.

"Still," L repeated "lists?"

"Look," dad screeched angrily "if anyone else has a better idea say so right now!" Still all of us sat there, staring at my dad as if he were a crazy person, even mom!

"The problem is," M, my brother, replied nervously, acting as if he didn't want to continue "there are no reasons why we want to stay in England."

"We want to move!" L butted in feeling upset. Now this dinner conversation was getting very serious.

"Look," my dad announced "until the lists are made we will not move! Period!" We all walked to our rooms glumly.

"Do you think it came down to strict?" dad asked mom.

All mom could say was, "Lists?"

"Anything?" M questioned L, "anything at all?"

L shook her head, we were standing outside mom and dad's bedroom door, seeing if either one of them changed their mind about the whole list idea. L had her ear to the door but still couldn't hear what was going on in their room.

"Maybe we should just do the lists," L confirmed "El

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

mean, even if dad does get a job offer in Midland, whatever it could be, we still won't be able to move because we don't have the lists written." L and M nodded in agreement. So that night we spent hours trying to think of ten reasons why we wanted to move, making the reasons as good as possible, or as convincing as possible!

Dad and mom looked over the lists carefully and then mom smiled and whispered something in dad's ear. She pointed to one of the reasons. A grin came across dad's face.

The next evening, at dinner, dad brought glasses of champagne to the table. L nudged M. M nudged me.

"A toast," dad said raising his glass with a smile "to Midland, our new home!"

"Yes!" L and I screamed at the same time feeling happy! So I guess my dad was right, about the whole list idea, but still, lists! But of course the solution to our problem was that we all needed to be alone and think, did we really want to move or were we just kidding ourselves. But all that is figured now and it's all thanks to our family, especially dad!

1 1 1 1

- PART 1 -

1 1 1 1

Write your final response to SOLVING PROBLEMS here.

Solving Problems with the Big Bad Bully

B was the biggest bully in the school. Everyone called him The Big Bad Bully. When the second graders were playing ball, he would grab the ball and pop it. At schooltime, he would call people names and swear. He would never pay attention to the teacher or work on his assignments. He was always in the office. Actually, he spent more time in school suspension than being in class! All the students and teachers stayed out of his way. The teachers didn't want him in their classes, but they were too afraid to speak up. The students didn't want him to be on the playground when it was their recess.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

time, but they were too terrified to complain, also. The principal wanted to throw him out of school, but was too cowardly. He didn't know how B would take it. You see, B was almost as strong as a hockey player and was in fifth grade.

One day, the kindergardeners had gone out to recess and everyone was staying away from the slides. B was sitting on the slides, smirking at anyone that passed. B wasn't moving from the slide, so all the children were playing happily on the other side of the playground. There was a group of boys sitting next to the basketballs, talking and laughing. They were a very popular group of boys. There was a small boy called S who had nobody to play with. He came over to the group of boys and asked if he could play. The group of boys didn't like S, so they all huddled together and started whispering to each other, trying to think of a dare that S would be afraid of. After a minute or so, the leader of the group said, "You may be part of our group, but first you must do a dare." S thought for a moment and then said, "What is the dare that I must do." The leader of the group said, "You must go to the Big Bad Bully and talk with him. If you don't, we will ask people to ridicule you all over the school." S might have been small, but he was also bold and brave. He thought for a long time.

At recess the next day, the group of boys asked if S would do the dare or not. S had talked about this with his older brother M, and M said that S should do

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

the dare. S told the leader of the group that he would do it. The leader laughed and said, "We will watch you from right here while you go and do it." S was a little nervous and asked, "How can I talk with him if he isn't even here?" Just then, as if an answer to his question, B came out of the school building and slumped down on a swing. Everybody ran to the slides which were far away from B. Slowly, the group of boys turned to S and sneered at him.

S got up and started walking toward B. When he was next to B he carefully sat down in the swing next to him. The children gasped. Even the teachers stared at S. B went over to S and turned his swing upside down. He terrified S so much that S almost ran away. Seeing that S wouldn't go away, B sat down and whispered, "What do you want?" S murmured, "I...um...want to talk to you." B stared at S in disbelief and then said, "You... You wanna talk with me?" S, thankful that B wasn't going to scare him half to death, whispered back, "Yeah...I guess." Then S asked B why he was so mean, and to S's surprise, B said, "You're the first person that ever asked. I guess I'm so mean because...well...just because nobody ever wants to play with me. I want to be a better person but nobody will ever help me because I'm so mean." B looked very uncomfortable. S had an idea. He would become B's friend and help him become a better person.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

At the end of the school year, there was always an award ceremony. It started with the highschoolers and finished with the kindergarteners. B and S sat together, listening. At the end of the ceremony, the principal held up two medals and said, "These medals go to two best friends. One medal says 'Most Improved' and the other says 'Best Problem Solver'. 'Most Improved' goes to B." Everyone fell silent and the principal spoke on. "B has improved greatly in his classes and grades. 'Best Problem Solver' goes to S." Everyone cheered and the principal continued. "S was the one who helped B improve." S and B took the medals and ~~went~~ back to their seats while everyone clapped. They were very proud of themselves. As for the group of boys, they respected S and B and moved to a new school next year.

Score Point: 6